DOCUMENT RESUME

ED 284 588 IR 052 058

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TITLE Academic Libraries and Teacher Education Reform: The Education of the Professional Teacher.
PUB DATE Mar 87
NOTE 21p.; In: Libraries and the Search for Academic Excellence. Proceedings of the Arden House Symposium (New York, New York, March 15-17, 1987); see IR 052 055.
PUB TYPE Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academic Libraries; Access to Information; Curriculum Development; Graduate Study; Higher Education; *Instructional Material Evaluation; Librarians; *Library Role; Library Services; *Teacher Education; Teacher Education Programs; *User Needs (Information)
IDENTIFIERS Collegiality; Course Integrated Library Instruction; *Information Skills

ABSTRACT

The reform of teacher education as envisioned by the Carnegie Task Force, Holmes Group, and National Commission reports in their recommendations for the creation of the professional teacher will change the characteristics of those involved in teaching. Academic libraries serving teacher education programs will most strongly feel the effects of the transformation of teacher education from an undergraduate to a graduate program, changes in the content of and balance between the academic and field experience components, and the increased professional autonomy of the teacher. Libraries must prepare to meet the demands of these new education students by providing a collaborative model for integrating information access skills into the curriculum and contributing to the professional autonomy of the teacher through shared expertise in information access, materials evaluation and analysis, and curriculum design. The adoption of a proactive position by academic librarians towards the integration of information access, materials analysis, and instructional design skills in the academic and clinical curriculum, and the willingness to work with faculty in strengthening resources for teacher education and providing a collegial model will encourage the development of the professional teacher. (KM)

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ED284588

ACADEMIC LIBRARIES AND TEACHER EDUCATION REFORM:

THE EDUCATION OF THE PROFESSIONAL TEACHER

BY

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Prepared for "The Role of Academic Libraries in the Search for Education Excellence", a National Symposium, March 15-17, 1987, Arden House, New York.

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INTRODUCTION

In April, 1983, the report that initiated the "academic excellence" movement was issued. A Nation at Risk, prepared by the National Commission on Excellence in Education, focused on the "strengths and weaknesses of American education" with particular emphasis on elementary and secondary education.(1) In their examination of pre-collegiate education, the Commission also looked at the qualifications of those individuals who have the most direct impact on the quality of America's schools-teachers.

The Commission found "that not enough of the academically able students are being attracted to teaching; that teacher preparation programs need substantial improvement; that the professional working life of teachers is on the whole unacceptable; and that a serious shortage of teachers exists in key fields."(2) Criticism of teacher preparation programs cited the emphasis on educational methods at the expense of subject oriented instruction. The pending teacher shortage will be compounded by the lack of teachers qualified in specific subject areas such as mathematics and

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1 United States Department of Education. National Commission on Excellence in Education. A Nation at Risk: The Imperative for Educational Reform. (April 1983), p. iii.

2. Ibid., p. 22.

science.

In addition to publishing its findings regarding the teacher quality problem, the Commission also made seven recommendations "intended to improve the preparation of teachers or to make teaching a more rewarding and respected profession".(3) Many of these recommendations involved the improvement of the working life of teachers and included recommendations to increase salaries, provide time for curriculum and professional development and develop career ladders for teachers. The anticipated teacher shortage was partially addressed by a recommendation to provide incentives such as grants and loans to attract outstanding students to the teaching professions. The Commission's emphasis on subject knowledge over educational methods was evidenced by their second recommendation regarding the projected shortage- "recent graduates with mathematics and science degrees, graduate students, and industrial and retired scientists could, with appropriate preparation, immediately begin teaching in these fields."(4) Other recommendations regarding teacher education included the need for prospective teachers to meet high academic standards, to possess an aptitude for teaching and to display subject area competence. The role of master teachers in the preparation of teachers was also cited.

Just as A Nation at Risk spawned myriad reports on the reform of elementary and secondary schools, the Commission's recommendations regarding

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3. Ibid., p. 30.

4. Ibid., p.31.

teacher preparation impelled many groups and individuals to write their own manifestos on the reform of teacher education. In the continuing debate on the reform of teacher education only one publication, Education's Smoking Gun, mentioned the role of libraries or resource centers in teacher education. In his indictment of the role of teacher's college in the destruction of American education, Reginald G. Damerall decries the transformation of libraries into resource centers and the emergence of media materials over books.(5)

Three of the reports on teacher education have received the greatest amount of attention in both the popular and educational press. These reports are: A Call for Change in Teacher Education prepared by the National Commission for Excellence in Teacher Education; A Nation Prepared: Teachers for the Twenty-first Century authored by the Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession; and Tomorrow's Teachers, a report of the Holmes Group. It is interesting to note that, despite differences in the composition of these groups, their recommendations regarding the reform of teacher education are similar in many respects.

The National Commission for Excellence in Teacher Education (hereinafter referred to as National Commission) was composed of seventeen individuals of diverse professional backgrounds, including education deans, leaders in higher education, elementary and secondary school personnel, and

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5. Reginald G. Damerall, Education's Smoking Gun: How Teachers Colleges Have Destroyed Education in America (New York: Freundlich Books, 1985) pp 137-138.

political representatives. The National Commission's report made sixteen recommendations in five areas:

1. Supply and demand for quality teachers.
2. Programs for teacher education.
3. Accountabiiity for teacher education.
4. Resources for teacher education.
5. Conditions necessary to support highest quality teaching.(6)

The fourteen member Task force of the Carnegie Forum was chaired by the vice-president of IBM, Lewis M. Branscomb, and was comprised of political leaders, educators and concerned civic leaders. The Holmes Group, initially convened in 1983 by seventeen education deans from research universities, expanded its membership to twenty-three deans and several chief academic officers of research universities prior to issuing its report. The recommendations made by both of these groups focus on the same six areas:

1. Professional autonomy in school affairs.
2. Teacher education as a graduate program.
3. Academic and field experience components.
4. Minorities in the teaching task force.
5. Certification of teachers.

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6. National Commission for Excellence in Teacher Education. A Call for Change in Teacher Education. (Washington, D.C.: American Association of Colleges for Teacher Education, 1985), pp. 8-9,14-16,18-20,23-24,26-29.

6. Career opportunities and salaries.(7)

The underlying theme of many of these recommendations is the creation of the professional teacher. As programs of teacher education revise their academic and field experience components, the teacher will be better equipped to serve as a curriculum developer. Miriam Ben Perez has stated "Teachers involvement in curriculum development may be viewed as a means toward enhancement of professional autonomy, fostering the reflective stance that is important for participation in innovations and curriculum reform.(8)

Three areas of potential reform cited by these reports will have an immediate impact on libraries serving teacher education programs. The transformation of teacher education from an undergraduate to a graduate program would require that education libraries work with a substantially different student population. The National Commission's observation that teacher education programs "require special funding beyond that for traditional lecture course" applies also to the libraries which serve those programs.(9) The increased professional autonomy of the teacher, discussed by the National Commission as part of the conditions necessary to support the highest quality teaching, and changes in the academic and field

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7. Sam P. Wiggins "Revolution in the Teaching Profession: A Comparative Review of Two Reform Reports", Educational Leadership (October 1986) pp. 56-59.

8. Miriam Ben Perez "Curriculum Theory and Practice in Teacher Education Programs" in Advances in Teacher Education, volume one, ed. Lilian G. Katz and James D. Raths. (Norwood, N.J.: ABLEX Publishing, 1984), p. 21.

9. National Commission for Excellence in Teacher Education. p. 9.

experience components will require that the education librarian play a greater role in the teacher preparation process. The education librarian must work with the teaching and clinical faculty to assure that preservice teachers have the information access and instructional design skills required for the ideal teacher:

> "...the ideal teacher is a knowledgeable, well-organized and consistent classroom leader who interacts with students, colleagues and patrons purposefully and effectively. This individual sees teaching as more than working with students, and works with peers on identifying and acting on problems at classroom and school levels of the system."(10)

TEACHER EDUCATION AS A GRADUATE PROGRAM

In response to the recommendation in A Nation at Risk that greater attention be given to academic preparation, both the Carnegie Task Force and the Holmes Group have recommended the abolition of the undergraduate teaching degree. More years of schooling are needed to provide the necessary background in educational methods as well as academic content. The transformation of teacher education from an undergraduate to a graduate degree, if adopted, may change the characteristics, expectations and abilities of the education library user.

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10. G. Griffin "Clinical Teacher Education" in Reality and Reform in Clinical Teacher Education ed. J. Hoffman and S. Edwards. (New York:Random House, 1986), p.6.

Those librarians who have worked with practicing teachers returning to the university for advanced degrees will recognize the characteristics that distinguish those users from the traditional age undergraduate. The multiple roles which these students are more likely to play (parent, spouse, worker and student) place greater demands upon their time and necessitate efficient use of library resources. This efficient use of information resources is further compounded by the rapid growth of knowledge-both academic and pedagogical. Differing perceptions of the technological changes which effect information access also leads to a relationship between the student and the education librarian that is more personal, ongoing, and detailed than that of the undergraduate user.

A model for providing library service for graduate or non-traditional age education students is provided by the National College of Education in Evanston, Illinois. Because many of its students are working adults, NCE has developed a Library Research and Computer Search Module that emphasizes the use of computer technology and a close working relationship with a professional librarian. This personalized outreach approach to the support of the education curriculum requires NCE library staff to serve as the guides to information in those libraries where the NCE students are located, in addition to in the NCE library. Thus NCE librarians play an integral role in the educative process.(11)

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11. National College of Education. Field Experience Programs. Library Research and Computer Search Module. Revised edition. (Evanston, IL: National College of Education, February 1984), p. 1.

STRENGTHENING ACADEMIC AND FIELD EXPERIENCE

COMPONENTS OF TEACHER EDUCATION

In their discussion of the need to strengthen the content area expertise of the teacher education students at the University of Wisconsin-Madison, a Dean's Study Group noted "moreover, their understanding of the way that [a] body of knowledge is related to other significant bodies of knowledge is often even weaker."(12) The need for prospective teachers to recognize the structure of knowledge led to the 1982 publication of "Bibliographic Competencies for Education Students" by the Educational and Behavioral Sciences Section of the Association of College and Research Libraries.

These Bibliographic Competencies recognize the need for education students to gain knowledge of those resources which provide information for both their own course work and in their work as teachers. The attainment of these competencies provide skills in resource identification, information evaluation, and information access--all essential skills in the development of an understanding of the interrelationships of bodies of knowledge.(13)

The recognition of the need for teachers to acquire bibliographic

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12. University of Wisconsin-Madison. School of Education. Summer 1986 Dean's Study Group. The Dean's Study Group on the Improvement of Teacher Preparation: Reflections and Recommendations. (September 1986), p. 3.

13. "Bibliographic Competencies for Education Students", C&RL News (May 1982) pp. 209-210.

competencies predates the EBSS publication. In 1967, Jerry L. Walker surveyed students in Illinois and Oregon and determined that their library skills were inadequate in preparing them to use a modern library. A 1981 replication of this study at Idaho State University indicated that the ISU students were less adequately prepared than those in the Walker survey.(14)

Although research by Gengler, Harmer, McMillen, Yarling, Greve and Hale has shown that knowledge of library skills can be related to the improvement of student achievement, the integration of library skills training into teacher education programs has not been universally adopted.(15) The School Libraries Working Group of the International Federation of Library Associations has examined the reasons for the reluctance of teachers to use the potential sources of information that surround them. Citing the role of information overload in teachers rejection of problematic sources and a low priority assigned to the improvement of their own information handling skills, the Working Group notes that a general introduction to libraries and library resources may add to the concerns teachers have rather than reduce them. Information access skills must be an integral part of teacher education programs.

"It is crucial, therefore, for teacher education to provide opportunities for teachers to reflect on the concept of infor-

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14. George K. Sheppard "Establishing Library Skills Proficiency in a Teacher Education Program", C&RL News (November 1982), p. 351.

15. Elaine K. Didier, "An Overview of Research on the Impact of School Library Media Programs on Student Achievement" School Library Media Quarterly (Fall 1985), p. 33.

mation; the decision making processes at work, and the sources on which they can draw to foster their continuing professional development."(16)

The integration of information access skills into both the academic and field experience components of teacher education can also serve as a model for the "school as a collegium" cited by the Carnegie Task Force.(17) In a report to the American Association of Colleges for Teacher Education, Howsan said

> "College instructors must incorporate the same principles of instruction in their own teaching that they wish to engender in students....The complexity of teacher education makes the stereotype of the autonomous teacher working alone with a standard size class of students totally anachronistic."(18)

Pre-service teachers must receive preparation for their role as professional collaborating with their colleagues in the creation of an institution where learning is valued and critical thinking is viewed as an

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16. Noelene Hall, Teachers, Information and School Libraries. A report prepared for the IFLA Section on School Libraries Working Group. (September, 1985), p. 7.

17. Carnegie Forum on Education and the Economy. Task Force on Teaching as a Profession. A Nation Prepared: Teachers for the Twenty-First Century. (New York: Carnegie Forum on Education and the Economy, May 1986), p. 58.

18. American Association of Colleges for Teacher Education. Bicentennial Commission on Education for the Profession of Teaching. Educating a Profession. (Washington, D.C.: American Association of Colleges for Teacher Education, 1976), pp. 91, 107.

integral part of the learning experience. Professional programs must place the same emphasis on learning how to learn and critical thinking skills as is required for the successful elementary or secondary classroom.

This collaborative model must extend beyond the academic librarian working with the teacher education faculty. Just as the Holmes Group has called for partnerships among university faculty, practicing teachers, and administrators, so must there be partnerships among academic librarians, school library media specialists and practicing teachers to ensure that preservice teachers learn to apply those information access skills learned as a part of their education courses in a meaningful way in the classroom.(19)

PROFESSIONAL AUTONOMY OF TEACHERS

> "The purpose of initial preparation is to prepare teacher candidates: (a) for the lifelong study of the world, the self, and academic knowledge; (b) for the lifelong study of teaching; (c) to participate in school renewal efforts, including the creation and implementations of innovations; and (d) to approach the generic problems of the workplace (the school and classroom)"(20)

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19. Tomorrow's Teachers: A Report of the Holmes Group. (East Lansing, Mi: The Holmes Group, 19860, p. 66.

20. Bruce Joyce and Renee Clift "The Phoenix Agenda: Essential Reform in Teacher Education" Educational Researcher (april 1984) p. 8.

If the initial preparation of teachers does indeed meet the criteria cited above, the integration of information access skills must go beyond a mere exposure to sources of information. In order to develop a professional role, the teacher must be able "to grasp the full meaning of curriculum materials...for their professional use in classrooms,"(21) Essential to an understanding of the meaning of curriculum materials is an awareness of theoretical "choice points". In developing instructional materials, deliberate choices are made regarding subject matter, learner, milieu, teacher and curriculum format.(22) Unless these choices and their impact are understood, the material cannot be used in the manner most appropriate to the learner. The successful use of the material may or may not be consistent with the intent of the developer. The teacher's ability to adapt or apply material to the needs of the learner is negated than these choice points and their impact are misunderstood.

This understanding for the meaning of curriculum materials requires abilities in materials evaluation and analysis and knowledge of the principles on instructional design. Librarians, who daily must evaluate and analyze the appropriateness of materials for their collections, can provide the introduction to models of materials analysis such as the EPIE Profiles .(23) Media specialists, involved in both selection and production of software, videotapes, slide tapes, audiotapes and other educational media,

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21. Ben Perez, p. 11.

22. Ibid., p. 19.

23. EPIE Pro/files. (New York: EPIE Institute, 1980.)

provide expertise in the practical applications of the instructional design process. Miriam Ben Perez has noted that "Professors offer little help for daily planning and execution of teaching".(24) The library media specialist can provide the "missing link" among the theoretical aspects of teaching provided in methods courses, awareness of information resources and daily planning and execution of teaching.

MODELS OF INTEGRATED INSTRUCTION

The development of a model in information utilization was undertaken by Pauline Rothstein in her doctoral work at Fordham University. In describing this model at the 1980 annual conference of the American Educational Research Association, the ability of the Training System Model to meet the changing needs of students over time was emphasized. (25)

The TSM model could be used with a number of existing publications to begin the development of an integrated program of information access and design skills in the teacher education curriculum. James R. Kennedy of Earlham College, an institution renowned for course integrated library skills instruction, has authored a Library Research Guide to Education. (26) Under the sponsorship of the department of Education, Terrence Mech of

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24. Ben Perez, p. 10.

25. Pauline Rothstein The Development of a Model in Information Utilization Skills for Education Students (Bethesda, Md: ERIC Document Reproduction Service, Ed 190 543).

26. James R. Kennedy Library Research Guide to Education. (Ann Arbor, Mi: Pierian Press, 1979).

King's College, Wilkes-Barre Pennsylvania, has produced a self-paced workbook for Library Skills for Teachers.(27)

The need for analysis of curriculum materials prior to their use in the classroom is part of the course developed by the UNESCO Pilot Project on School Library Development. Designed to train primary and secondary teachers in the South Pacific region, the course includes modules on the evaluation of information resources and their integration into the curriculum.(28)

A description of a pilot project focusing on a faculty-centered library instruction program reveals that "students' skills in conducting library research and their attitudes toward such efforts were significantly improved". (29) The evaluation component of the model is especially appropriate to institutions initiating course-integrated instruction.

CONCLUSION

The reform of teacher education as envisioned by the Carnegie Task Force, Holmes Group, and National Commission reports will change the

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27. Terrence Mech Library Skills for Teachers: A Self-pace Workbook (Bethesda, Md.: ERIC Document Reproduction Service, ED 261 689).

28. Margaret Trask South Pacific Region Pilot Project on School Library Development Programmes for Teachers (Bethesda, Md.: ERIC Document Reproduction Service, ED 247 938).

29. Mark J. Tierno and Jo Ann H. Lee "Developing and Evaluating Library Research Skill in Education: A Model for Course-Integrated Bibliographic Instruction" RQ (Spring 1983). p. 284.

characteristics of those involved in teaching, the content of and balance between the academic and field experience components and the professional autonomy of the teacher. The academic library must be prepared to meet the demands of these new learners, provide a collaborative model in integrating information access skills into the curriculum, and contribute to the professional autonomy of the teacher by sharing their expertise in information access, materials evaluation and analysis and curriculum design.

Academic librarians serving teacher education programs must take a pro-active position in the integration of information access, materials analysis and instructional design skills in the academic and clinical curriculum. They must work with faculty in strengthening resources for teacher education, and providing a collegial model in order to assure that the creation of the professional teacher.

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